

SENATE BILL No. 345

DIGEST OF INTRODUCED BILL

Citations Affected: IC 20-12-1-10; IC 20-32-3; IC 22-4.1.

Synopsis: Vocational technical proficiency panel. Repeals provisions establishing the vocational technical proficiency panel (also called the workforce proficiency panel). Repeals a provision that requires the panel to adopt standards for postsecondary certificates of achievement for technical education programs. Makes conforming amendments.

Effective: July 1, 2007.

Lubbers

January 11, 2007, read first time and referred to Committee on Education and Career Development.

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Introduced

First Regular Session 115th General Assembly (2007)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2006 Regular Session of the General Assembly.

SENATE BILL No. 345

A BILL FOR AN ACT to amend the Indiana Code concerning labor and safety.

Be it enacted by the General Assembly of the State of Indiana:

- 1 SECTION 1. IC 20-32-3-1, AS ADDED BY P.L.1-2005, SECTION
2 16, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1,
3 2007]: Sec. 1. As used in this chapter, "requisite proficiency" refers to
4 the satisfaction by a student of the standards approved by the
5 (1) state board under section 4(a)(3) of this chapter to receive a
6 secondary level certificate of achievement in an academic field.
7 or
8 (2) ~~workforce proficiency panel within the department of~~
9 ~~workforce development under section 4(a)(3) of this chapter to~~
10 ~~receive a secondary level certificate of achievement in a technical~~
11 ~~field.~~
12 SECTION 2. IC 20-32-3-4, AS ADDED BY P.L.1-2005, SECTION
13 16, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1,
14 2007]: Sec. 4. (a) **For academic fields of study**, the state board
15 **concerning academic fields of study, and the workforce proficiency**
16 **panel within the department of workforce development, concerning**
17 **technical fields of study**, shall adopt for statewide implementation the



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following:

(1) Different subject or skill areas in which students may be given the opportunity to do the following:

(A) Demonstrate the requisite proficiency.

(B) Be awarded a secondary level certificate of achievement.

(2) The instrument or assessment by which a student is given the opportunity to demonstrate the requisite proficiency.

(3) The standards required for each subject or skill area necessary to acquire a particular secondary level certificate of achievement.

(b) Regarding the academic field of study, a student may elect to earn academic certificates of achievement in areas designated by the state board through the advanced placement program (as defined in IC 20-36-3-3) or another appropriate assessment designated by the state board.

(c) The state board may adopt rules to implement this chapter relating to the certificates of achievement for academic fields of study.

SECTION 3. IC 20-32-3-5, AS ADDED BY P.L.1-2005, SECTION 16, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2007]: Sec. 5. ~~(a)~~ In making adoptions under section 4 of this chapter, the state board ~~or the workforce proficiency panel within the department of workforce development~~ shall consider the following factors:

(1) The overall value of the particular subject or skill area to a broad range of students and the workforce.

(2) The transferability of the particular subject or skill area to other subject or skill areas.

~~(3) Providing, as equally as possible, opportunities for certificates of achievement in both technical and academic fields.~~

~~(4) Regarding technical skill areas, the number of public schools in Indiana that offer technical programs in the particular skill areas.~~

~~(5) (3) Any other factor that the state board or the workforce proficiency panel within the department of workforce development considers significant.~~

~~(b) The state board and the department of workforce development shall cooperate with each other to implement this chapter.~~

SECTION 4. IC 20-32-3-8, AS ADDED BY P.L.1-2005, SECTION 16, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2007]: Sec. 8. Any secondary level ~~or postsecondary level (under IC 20-12-1-10)~~ certificates of achievement that a student earns shall be recorded in the student's official high school transcript.

SECTION 5. IC 22-4.1-2-2, AS AMENDED BY P.L.1-2005,

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SECTION 186, IS AMENDED TO READ AS FOLLOWS
[EFFECTIVE JULY 1, 2007]: Sec. 2. The department is comprised of
the following entities reorganized within the department:

(1) The department of employment and training services,
including the following:

(A) The unemployment insurance board.

(B) The unemployment insurance review board.

(2) The office of workforce literacy established by IC 22-4.1-10-1.

(3) The Indiana commission on vocational and technical
education established by IC 22-4.1-13-6.

~~(4) The workforce proficiency panel established by
IC 22-4.1-16-2.~~

SECTION 6. IC 22-4.1-4-1, AS AMENDED BY P.L.1-2005,
SECTION 187, IS AMENDED TO READ AS FOLLOWS
[EFFECTIVE JULY 1, 2007]: Sec. 1. The department may undertake
duties identified by the commissioner as related to workforce
development initiatives that were required of or authorized to be
undertaken before July 1, 1994, by:

(1) the department of employment and training services;

(2) the office of workforce literacy established by IC 22-4.1-10-1;

or

(3) the Indiana commission on vocational and technical education
established by IC 22-4.1-13-6. or

~~(4) the workforce proficiency panel established by IC 22-4.1-16-2.~~

SECTION 7. IC 22-4.1-14-6, AS ADDED BY P.L.1-2005,
SECTION 44, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE
JULY 1, 2007]: Sec. 6. Each workforce partnership plan must do the
following:

(1) Address the need to maximize:

(A) the use of vocational and technical education programs
and services; and

(B) the articulation of vocational and technical education
programs;

between the secondary level and postsecondary level.

(2) Identify vocational and technical education program groupings
to coordinate vocational and technical education programs within
a geographic area.

(3) Identify particular certificates of achievement under
IC 20-32-3 and ~~IC 20-12-1-10~~ and indicate the circumstances
under which a state educational institution may elect to grant
academic credit to a student who does the following:

(A) Acquires the particular certificate of achievement.

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- 1 (B) Satisfies the standards for receipt of academic credit as
- 2 determined by the state educational institution.
- 3 (4) Provide for the use of joint secondary level and postsecondary
- 4 level faculty committees to organize vocational and technical
- 5 education program articulation.
- 6 (5) Comply with 20 U.S.C. 2301 et seq.
- 7 SECTION 8. THE FOLLOWING ARE REPEALED [EFFECTIVE
- 8 JULY 1, 2007]: IC 20-12-1-10; IC 22-4.1-16.

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